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ABSTRACT

The Ohio State University College of Education, in response to the discovery that its multicultural education program did not meet the standard of the National Council for Accreditation of Teacher Education, conducted a survey of student teachers in 1985-86 to assess students' opinions and knowledge of multicultural education. Four survey instruments were developed and distributed randomly. Total response rate exceeded 90% (n=614), and each of the four surveys was completed by one-fourth of the respondents. The results of the analysis of two of the four surveys are presented here. Based on the results, the following conclusions were drawn about 30% to 40% of the student teachers and the preparation they had received: students showed a lack of empathy with minority problems in regard to institutional racism; students demonstrated a lack of knowledge about indirect, non-proximate causes for human actions; and students expressed a lack of confidence in education and politics as sources for change in the way in which people think and act relative to pluralistic values. Recommendations were made regarding the attitudes, understanding and abilities that graduates should have, with suggestions for operationalization that include: at least one course dealing with different cultural groups; budgeting to plan and implement inservice programs for faculty on including multicultural education content in their courses; direct field experiences with multicultural populations; employment of more ethnic and racial minorities among faculty and staff; and rewards, through promotion, tenure and merit pay, for work on multicultural education. Recommendations for research are also provided. Data are summarized in 6 tables. (KM)

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by Murphy Moultry

The Ohio State University

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MULTICULTURAL EDUCATION AMONG SENIORS IN THE COLLEGE OF EDUCATION AT OHIO STATE UNIVERSITY

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The Ohio State University College of Education in 1983 assessed its multicultural education program and discovered that it failed to meet the National Council for Accreditation of Teacher Education's (1980) standards. In an effort to discover the effects of the deficiencies and the most effective means to address the problems, the College Senate commissioned a Subcommittee on Multicultural Education.

The Senate Subcommittee on Multicultural Education operationalized its charge by assessing students' opinions and knowledge about multicultural education. The Subcommittee designed four survey instruments to be administered to all seniors who were involved in student teaching during the 1985-86 school terms. The intent of the surveys was to obtain data from this group of students about their multicultural opinions and knowledge. This data base could be used to stimulate faculty to devise programs and actions that would enable the College of Education to better prepare teachers who would provide quality multicultural educational experiences when they entered classrooms (Wayson,1988)

Methodology

This report is limited to a discussion of the tables

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obtained from two multicultural opinion survey forms: The Multicultural Opinion Survey Forms #1 and #2. Form #1 contained 40 items describing attitudes about minority populations and issues related to minorities in the United States while Form #2 contained 36 similar items. The two short forms were used to encourage high response rates. The results of these surveys reveal expressed attitudes toward minority populations and issues related to educating those populations by prospective teachers of Ohio State University College of Education in 1985-86.

The study was conducted in the following sequence: (1) Equal proportions of the surveys were distributed to the student teachers' supervisors who gave them to the students in random fashion. (2) The supervisors administered the instruments during the last week or two of each quarter, collected them directly from the students upon completion, and returned them to the principal investigator. Total response rate exceeded 90 percent (N=614), and each of the surveys was completed by one-fourth of the 614 respondents. Since respondents were a random sample of the whole, the results may be safely inferred for the whole group; however they may not be representative of graduates from other years. Results were computerized for analysis, and tables were developed to display the data (Wayson,1988). The reliability, as tested by the Kendall Alpha, for Multicultural Form I is .41 and for Multicultural II is .79. The principal researcher utilized frequency counts in his initial report to the faculty but plans to refine the instruments for future use.

The students were requested to answer each statement by

selecting a number showing the degree to which they believed the statement, with 1 and 2 showing little or no belief and 4 and 5 showing great or total belief. In all of the tables shown here, the column headed "Don't Believe" includes the sum of those circling 1 or 2; the column headed "Do Believe" includes the sum of those circling 4 or 5.

The Sample

The sample who responded to Form 1 consisted of 144 student teachers, 21.2 per cent of all student teachers who participated in the program at The Ohio State University during the four quarters beginning Fall, 1985. Of those who reported their gender, 29 per cent reported male and 71 per cent female. One fifth (20%) did not report gender, presumably because the item was in a poor place on the instrument. One respondent reported being under 21 years of age. The largest proportion, however, reported their age as being between 21 - 25 years, and the others reported 26 - 30 (6%); 31 - 35 (6%); and 5 per cent over that age with one per cent not reporting. Nearly ninth-tenths (87%) reported their race as white; 5 per cent reported Black; 2 per cent reported Hispanic; 1 per cent Asian; and 1 per cent other. Three per cent did not report their ethnic origin, and none reported Native American. These proportions were reflective of the distribution among all 679 student teachers for that year.

The sample who responded to Form II consisted of 153 student teachers, 22.5 per cent of all student teachers who participated in the program at The Ohio State University during the four

quarters beginning Fall, 1985. Of those who reported their gender, 23 per cent reported male and 77 per cent female. One-fourth (25%) did not report gender, presumably because the item was in a poor place on the instrument. The largest proportion (80%) reported their age as being between 21 - 25 years and the other reported 18 - 20 (2%); 26 - 30 (9%); 31 - 35 (5%); and 3 per cent over that age with 2 per cent not reporting. Over nine-tenth (93%) reported their race as white; 2 per cent reported Black; 1 per cent Hispanic; 1 per cent Asian; and 1 per cent other, with 1 per cent not reporting and none reporting Native American. These proportions were reflective of the distribution among all 679 student teachers for that year.

The data and analysis for the following six (6) Multicultural Opinion Survey tables are derived from Wayson and Moultry's report (1988).

Analysis of Multicultural Opinion Survey Form #1

Strongest Beliefs

Table 1 shows the percentages of students who said they did or did not believe the statements that were believed by 49% or more of the respondents.

Large proportions of the students expressed a belief that multicultural education was to promote justice and fairness in society (72%), and 51% felt that schools could alleviate race problems by improving instruction. Two-thirds agreed that teachers should help minority students get a better opinion of themselves. Nearly four of every five (79%) believed that

prejudice hurts the minority as it does the one who is prejudiced, and 53% agreed that ethnic jokes are in bad taste. Three of every five felt they could talk to a minority student with almost the same ease as addressing a white student, and 72% reported no difficulty talking with members of minority groups. A majority (58%) of the students believed that whites control most of the nation's resources. Nearly half (49%) supported government's promoting equality by helping those groups who suffer discrimination. A bare majority (56%) of the students expressed belief that race relations would be better if institutions would work to end separation.

Least Believed Items

Table 2 shows the proportion of students who believed or did not believe statements that were disbelieved by 50% or more of the respondents.

Most (93%) of the students did not feel that races should be kept separated, and three in five (63%) felt that better race relations does not require teaching minorities how to act. Three-fourths (76%) did not feel that Blacks and Chicanos want to "move too fast." From 50% to 56% of the students felt that they had held real conversations with a poor Hispanic or Appalachian (though a third or more felt they never had), and 92% felt they had held real conversation with a Black person. Over 88% of the students reported that they did not find it difficult to talk with people of another race and 87% would not refuse to visit a home in the inner-city, though only 61% of the students felt they

would be comfortable making such a visit.

Most (92%) of the students did not believe people to be basically bad. Nearly two-thirds (63%) felt that ethnic jokes hurt someone. When asked to answer statements related to education, 63% of the students did not believe that busing was the only way to get good education for Black students, and 73% disbelieved that busing may help Blacks but harms Whites. Slightly over half (55%) disagreed with a statement that they would "never want to teach in an inner-city school," but 36% said they never would.

Responses to Remaining Items

Table 3 shows what percentage of students believed and did not believe those statements from Form #1 not included in the previous two tables. These are the items that received the middle range of agreement from this population.

Legally-supported affirmative action was not supported by a majority of the students; 44% believed it should be supported, 33% thought it could make organizations better places to work, and 24% felt it is morally right. One fourth (24%) agreed that it requires employers to hire unqualified people; one in twelve (8%) believed it was worthless because people in control were not going to hire minorities; and 6% stated that the law should be changed.

Relative to statements about education, 34% of the future educators felt busing is harmful to both blacks and whites and only 11% thought it was the only way to help a large number of minority students get a good education. Almost three in ten (28%)

stated that minorities are disadvantaged because schools and other social institutions do not serve them well. The same proportion indicated that Appalachians can't do better in school because their families don't value education.

When questioned about their beliefs in relationship to Blacks and minorities, only 1% of the students thought that inner-city people are mostly Black; 21% felt that the normal ways of operating in the United States discriminates against Black people; 28% felt that militant minority groups must be controlled or violence will erupt; and 17% thought race relations is a problem because minorities are unable to compete with others. Slightly less than half (45%) believe that anyone can be successful in the United States if they work diligently and live frugally.

Analysis of Multicultural Opinion Form #2

A second set of opinions were incorporated in Form #2. Tables 4, 5, and 6 contain the data from that form.

Strongest Belief

Table 4 shows what proportions of students believed and did not believe statements from Form #2 which more than 50% of the respondents agreed.

A majority of the students expressed belief in the school staff's ability to make a difference in the academic achievement of minority students. Nine-tenths (92%) stated that an important factor for promoting high achievement among any group of students is the teacher's belief that the children can learn. Nearly

eight in ten (77%) expressed the opinion that a teacher or a counselor who believes a minority student to be a poor scholar will soon have the student acting like a poor scholar. Two-thirds (65%) thought that changing the attitudes of professional staff would improve the learning rate of minority students, and 70% believed that teachers neglect minority children when they do not teach them what they taught others. Furthermore, the students (84%) believed that children from several racial, economic and/or ethnic backgrounds could be successfully mixed if the teacher was committed to making it successful while 70% felt this to be possible if the teacher could openly discuss the minority differences. Over half (53%) of the students felt that misdeeds by a minority child would be generalized to the group while a misdeed committed by a white student would not be generalized. A total of 60% believed that anyone (regardless of race) can be successful in the United States if (s)he is willing to work hard.

Most Frequently Disbelieved Items

Table 5 shows the percentage of students who believed and did not believe statements from Form #2 to which 50% or more of these student teachers disagreed.

Most students surveyed did not believed that women are too emotional for high level policy making jobs (90%); Mexican-Americans have no respect for time (85%); minority children don't appreciate extra help (79%); and minority children can't do as well in school as majority children (82%). Nearly two-thirds (62%) of the students did not believe that poor oral expression was proof of low intelligence. More than two-thirds (69%) denied

that most welfare children are illegitimate.

About two-third (64%) felt that children did not need to learn clearly defined sex roles to escape being sexually troubled adults. Nearly three-fourths (73%) did not believe that lack of accomplishment was the cause for women's exclusion from history books. Six in ten (61%) did not think that a man must bear major responsibility for supporting a family (though 16% did). A majority of the students (78%) did not feel that public opinion or state laws protected the slaves. Two-thirds (66%) did not believe the American Indian unable to adjust to modern society.

Teacher trainers should note that 8% of these respondents believed that minority children do not appreciate help. One in ten felt that minority children could not do as well as majority children, and 8% did not disagree. One in seven felt (14%) that minority children had low intelligence that caused poor oral expression and only 62% disagreed with the assertion. One in seven also felt that most welfare families are Black, and nearly half did not disagree. These ideas reflect stereotyping and/or lack of knowledge that could seriously impair instruction and learning.

Beliefs on Remaining Items from Form #2

Table 6 shows how many of the students believed or did not believe the statements from Form #2 not included in the preceding two tables. These items received middle-range agreement from this sample.

Over a third of the students (36%) stated that each individual in the United States is able to rise to his/her innate

ability and 37% thought that most able-bodied unemployed minorities could find jobs if they really wanted to. However, 23% of the students do not believe that the "melting pot" has worked well for Blacks, Asians and American Indians. Nearly half (45%) thought that placing a minority in a position for which (s)he has been inadequately trained perpetuated racial discrimination and 46% agreed that failure to act when injustice has been committed against a minority is a racist act. Only one in five (22%) believed that the Black crime rate is caused by economic and political deprivation, while one in three (35%) said they did not believe deprivation to be the cause.

Fewer than half agreed that poor discipline in newly desegregated schools is caused by the lack of visible and felt student belongingness (44%); unsolved discrepancies between school personnel and parents relative to the purpose of school (32%); and lack of staff knowledge about minority students, their culture or community (36%). Not agreeing here may reflect belief in other causes or lack of sympathy with minority problems or it may reflect lack of knowledge about indirect, non-proximate causes for human behavior.

Even fewer agreed that poor achievement in newly desegregated schools is caused by difference between parents and school personnel's view of what should be occurring in schools (28%); ineffective communication among staff members (34%); and staff failure to see positive features of the school (21%). A few more saw that achievement might improve if curricula and textbooks did not ignore the contributions of minorities (45%)

and teachers were required to take courses in racism awareness (41%). Only one in five (23%) agreed that teachers must notice race before they can create an environment in which race does not matter.

Conclusions

On the basis of the students' responses to the Multicultural Opinion Survey 1 and 2 (Wayson & Moultry,1987), one can draw the following conclusions about 30% to 40% of the student teachers and the preparation they had received:

(1) Students showed a lack of empathy with minority problems in regard to institutional racism;

(2) Students demonstrated a lack of knowledge about indirect, non-proximate causes for human actions;

(3) Students expressed a lack of confidence in education and politics as sources for change in the way in which people think and act relative to pluralistic values.

Recommendations for Practice

Based on the results obtained from the Multicultural Opinion surveys and the conclusions reached, Wayson and Moultry (1987) made the following recommendations to The Ohio State University Senate Committee. A significant portion of those recommendations stated that all College of Education graduates should be able to:

(1) examine their own attitudes and beliefs about various ethnic groups, sex-groupings, races and religions, and feel confident about delivering educational services to them.

(2) see positive features about the school, the students, their culture and the community in which they live.

(3) make home visits and move with confidence through the neighborhoods in which their children live.

(4) translate the goals and objectives of the schools to parents and others in ways that enlist their support.

(5) respect the positive features of diverse cultures.

(6) comprehend how prejudice and discrimination affects society, victims and perpetrators (p36,37).

Success in achieving these recommendations may be possible if professors and teaching assistants develop and/or redesign courses and activities to insure that students are exposed to appropriate multicultural information and positive cultural pluralism activities. If a faculty's commitment to cultural pluralism is made because it is in the best interest of education, their efforts will produce far more positive results than their going through the motions of providing cultural pluralism because it is mandated. This observation is supported by King's (1980) finding that "The degree of a district's commitment to goals and the manner in which it communicates them to district staff creates a climate that affects both desegregation and response to the staff development program."

These recommendations could be operationalized in the following manner:

1. All students enrolled in the College of Education should have at least one course whose content deals specifically with different cultural groups.

2. Monies should be budgeted to plan and implement inservice programs to inform and aid faculty members to include multicultural education content in their courses.

3. Direct field experiences that deal specifically with multicultural populations should be part of courses which have multicultural education content.

4. The College of Education should employ more ethnic

and racial minority personnel as members of the faculty and staff.

5. The College of Education should ensure the recruitment of ethnic and racial minority students.

6. The University and the College should reward work on multicultural education and /or remove structural and normative impediments that discourage faculty from working on these concerns. Preferably, promotion, tenure and merit pay increases would depend upon positive contributions to multicultural education.

7. The University and the College should annually assess the status of education students' knowledge, skills and utilize such assessment to refine courses, programs and other experiences to improve capabilities in this area.

Recommendations for Research

King (1980) asserts that two variables: (1) How staff development goals are defined and (2) How staff development plans are formulated and implemented account for the success or failure of a staff development program.

If The Ohio State University College of Education is to successfully achieve its goal of better preparing student teachers who could provide multicultural educational experiences when they entered the classrooms, than research should be conducted to answer the following questions:

1. Is the College of Education's faculty satisfying a mandate made by an outside agency or are multicultural education programs viewed as means for maximizing educational benefits for all students?

2. Is there a commitment to a systematic and sequential process (need assessment, planned activity, implementation procedure and evaluation program) to achieve the goals for developing faculty strength to make multicultural preparation effective?

A second research concern is that the present survey forms

casts no light upon what experiences and preparation students had. Revised versions of the forms should test whether formal multicultural experiences result in any significant and positive changes in students' opinion of or knowledge about minorities.

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Table 1. Per Cent of Ohio State University Education Students Who Believed or Didn't Believe Statements About Multicultural Education, 1985-86.

Statement	Don't Agree	Do Agree
1. Prejudice against minority groups hurts the people who are prejudiced as well as hurting the minority groups.	7	79
2. The long term goal of multicultural education is to create a society where justice and fairness are the most important values.	8	72
3. I have no difficulty talking with members of minority groups.	11	72
4. Teachers must help minority children get a better opinion of themselves.	10	66
5. I can talk to a minority student just the way I would talk to a white student.	20	63
6. Whites control most of the resources of the country.	16	58
7. Race relations would be better if institutions work to end separations.	17	56
8. Ethnic jokes are in poor taste.	20	53
9. Race problems can be improved by improving the way schools teach minority students.	20	51
10. Government should promote equality by helping those groups who are discriminated against in society.	13	49

Table 2. Per Cent of Ohio State University Students Who Believed or Didn't Believe the Most Frequently Disbelieved Statements About Multicultural Education, 1985-86.

Statement	Don't Agree	Do Agree-
1. Races in this country would best be kept separated.	93	6
2. I have never held a real conversation with a Black person.	92	3
3. People are basically bad.	92	2
4. I find it difficult to talk with people of another race.	88	2
5. I would refuse to visit a home in an inner-city area.	87	3
6. Blacks and Chicanos want to move too fast.	76	4
7. Busing may help Black students but it is harmful for Whites.	73	6
8. Busing is the only way to help large numbers of minority students get a good education.	63	11
9. Race relations would be better if minorities were taught to act the way most people do.	63	9
10. Ethnic jokes don't hurt anybody.	63	9
11. I would be uncomfortable visiting a home in an inner-city area.	61	14
12. I have never held a real conversation with a poor Hispanic person.	56	32
13. I would never want to teach in an inner-city school.	55	21
14. Race relations are a problem because minorities are not able to compete with others.	52	17
15. Affirmative action is worthless because the people in control are not going to hire minority people.	51	8

Table 3. Per Cent of Ohio State University Education Students Who Believed or Didn't Believe Statements About Multicultural Education That Received Moderate Support or Opposition,1985-86.

Statement	Don't Agree	Do Agree
1. We should support affirmative action.	9	44
2. Anyone can be successful in the United States if they will work diligently and live frugally.	21	45
3. Busing is harmful for both minority and majority students.	42	34
4. Affirmative action can make organizations better places to work for everyone involved.	19	33
5. Affirmative action should be supported because it is the law.	23	29
6. Militant minority groups have to be controlled or violence will erupt.	38	28
7. The main reason Appalachian children can't do better in school is their families don't value education	40	28
8. Minorities in the United States are disadvantaged because schools and other social institutions do not serve them well.	43	28
9. Affirmative action is good because it is morally right.	21	24
10. Affirmative action requires employers to hire unqualified people.	36	24
11. Normal way of operating in the United States discriminates against Black people.	42	21
12. Item (5) is true but we should change the law.	25	6
13. Inner-city people are mostly Black.	46	1

Table 4. Per Cent of Ohio State University Education Students Who Believed the Most Highly Believed Statements About Multicultural Education, 1985-86.

Statement	Don't Agree	Do Agree
1. A very important factor for promoting high achievement among any group of students is the teacher's belief that the children can learn.	2	92
2. An important factor for successfully mixing children from several races, economic levels or ethnic groups in schools is the teacher's commitment to making it successful.	5	84
3. A teacher or a counselor who believes a minority student to be a poor scholar will soon have the student acting like a poor scholar.	10	77
4. One important factor for successfully mixing children from several races or ethnic groups is the ability to discuss their differences openly.	9	70
5. Teachers neglect children of ethnic minorities when they don't teach them what they teach others.	16	70
6. Changing the attitudes of professional staff who work in schools improves the learning rate of minority group children.	14	65
7. Anyone can be successful in the United States today (regardless of race or color) if (s)he is willing to work hard.	18	60
8. Misdeeds by minority children are more likely to be generalized to the group than they would be if committed by white students.	15	53

Table 5. Per Cent Of Ohio State University Education Students Who Believed or Didn't Believe the Most Frequently Disbelieved Statements About Multicultural Education, 1985-86.

Statement	Don't Agree	Do Agree
1. Women are too emotional for high-level policy making jobs.	90	4
2. Mexican-American have no respect for time.	85	2
3. Minority children can't do as well in school as majority children.	82	10
4. Most minority pupils don't appreciate getting extra help.	79	8
5. Public opinion and state laws generally assured that most slaves received good treatment.	78	1
6. Women are not included in history books as often as men because they haven't much history to report.	73	8
7. Most welfare children are illegitimate.	69	7
8. American Indians are usually unable to adjust to modern culture.	66	6
9. Children must be taught clearly defined sex roles or they will be sexually troubled as adults.	64	9
10. The low intelligence of minority children causes poor oral expression.	62	14
11. Men should bear the major responsibility for supporting a family.	61	16
12. Most welfare families are Black.	53	15

Table 6. Per Cent of Ohio State University Education Students Who Believed or Didn't Believe Statements About Multicultural Education That received Only Moderate Support or Opposition, 1985-86.

Statement	Don't Agree	Do Agree
1. Failure to act against injustice to minorities is a racist act.	17	46
2. Curricula and textbooks generally ignore the contributions of minorities.	25	45
3. To put a minority person in a position for which (s)he has been inadequately trained perpetuates racial discrimination.	20	45
4. Poor discipline in newly desegregated schools is caused by lack of visible and felt student belongingness in the school.	18	44
5. Teachers should be required to take courses in racism awareness.	20	41
6. Most of the able-bodied, unemployed minority persons could find jobs if they really wanted to.	24	37
7. In the United States each individual is able to rise to the level of her/his own innate ability.	26	36
8. Poor discipline in newly desegregated schools is caused by lack of staff knowledge about minority students, their culture, or their community.	32	36
9. Poor achievement among minority students is caused by ineffective communication among staff members to solve, as opposed to complain about problems.	24	34
10. Poor discipline in newly desegregated schools is caused by unresolved discrepancies between school personnel and parents' view of what should be occurring in the school.	23	32

Table 6. continued

Statement	Don't Agree	Do Agree
11. Poor achievement among minority students is caused by difference between school personnel and parents' view of what should be occurring in the school	23	28
12. The "melting pot" concept has helped American Indians, Blacks and Chinese to move into the mainstream of American life.	39	23
13. You must notice race before you can create a situation in which race does not matter.	40	23
14. Black crime rates are caused by the political and economic deprivation of Black Americans.	35	22
15. Poor achievement among minority students is caused by staff's failure to see positive features of the school.	36	21